Universal Design for Learning:

Access, Assessment, and Engagement for ALL Learners

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Why Universal Design for Learning in Wisconsin?

- *Increasing diversity in today's classrooms*

Why Universal Design for Learning in Wisconsin?

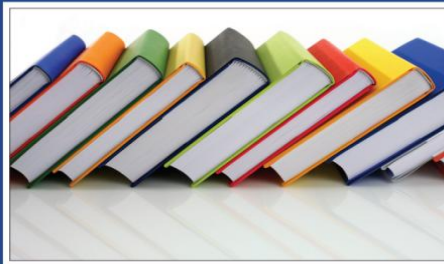- *Shift to the Common Core State Standards & Common Core Essential Elements*

COMMON CORE STATE STANDARDS for **English Language Arts**

COMMON CORE STATE STANDARDS for **Mathematics**

COMMON CORE ESSENTIAL ELEMENTS AND ALTERNATE ACHIEVEMENT DESCRIPTORS FOR **English Language Arts**

COMMON CORE ESSENTIAL ELEMENTS AND ALTERNATE ACHIEVEMENT DESCRIPTORS FOR **Mathematics**

Why Universal Design for Learning in Wisconsin?

- *Schools in the state are moving to a new Educator Effectiveness system*

Why Universal Design for Learning in Wisconsin?

- *Emphasis on culturally responsive high quality instruction, collaboration, and balanced assessment*

Why Universal Design for Learning in Wisconsin?

Universal Design for Learning is in the Higher Education Act of 2008

Why Universal Design for Learning in Wisconsin?

Universal Design for Learning is in our ESEA Waiver

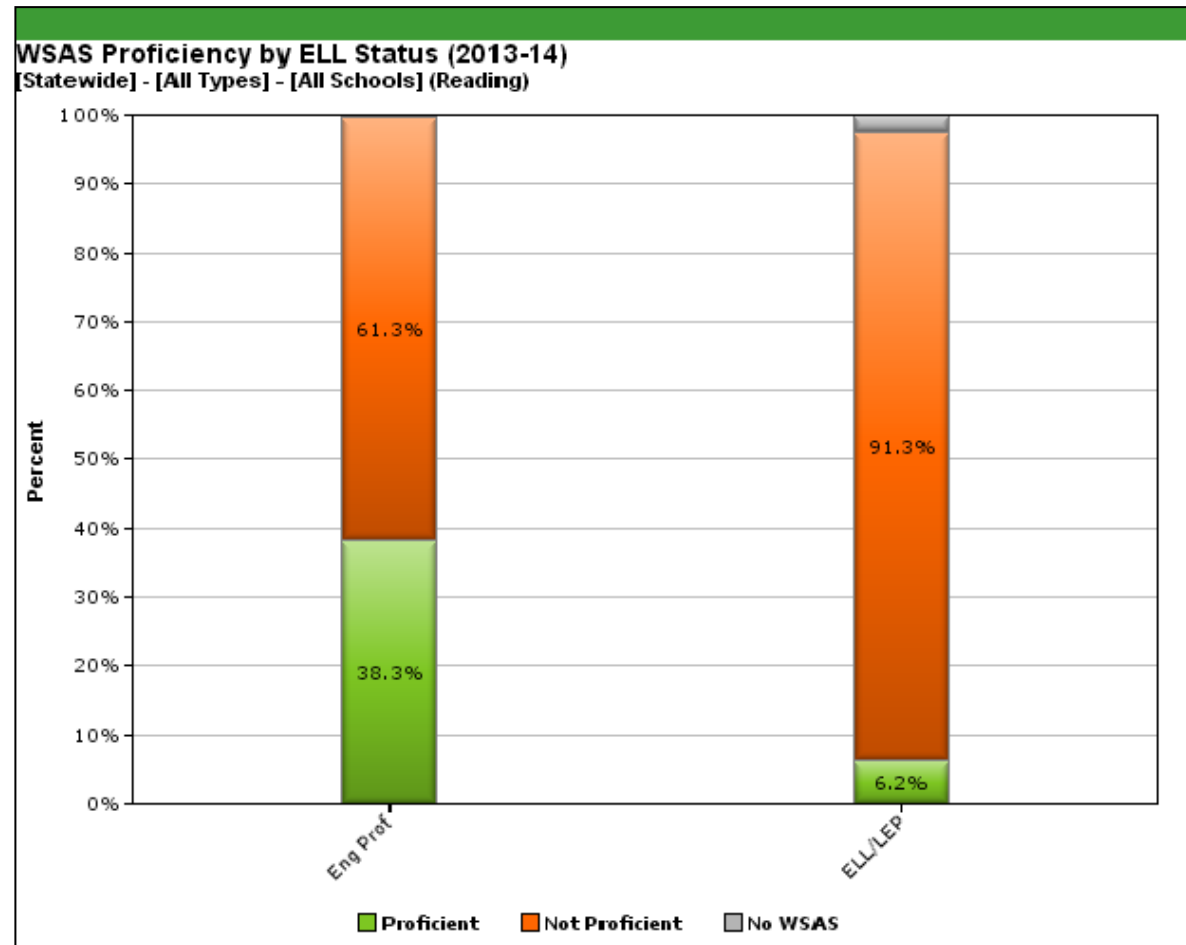**Wisconsin ESEA Flexibility**

Request

July 3, 2012

Amended May 20, 2013

U.S. Department of Education
Washington, DC 20202

OMB Number: 1810-0708

Why Universal Design for Learning in Wisconsin?

- *Increased emphasis on data shows that we are not meeting the needs of ALL our learners*

WSAS Proficiency by ELL Status (2013-14)
[Statewide] - [All Types] - [All Schools] (Reading)

Universal Design for Learning

- Reduces barriers

- Meets the wide range of needs of **all** learners

- One-size-fits-all approach is not effective

- Inspired from universal design in architecture

Brain Imaging Showing Individual Differences

3 different people learning the **same** task

The way we learn is as unique as our fingerprints

Universal Design

- "Consider the needs of the broadest possible range of users from the beginning." Ron Mace, Architect, Universal Design

- If you design for those in the margins, it works better for everyone

Closed Captioning

Universal Design for Learning

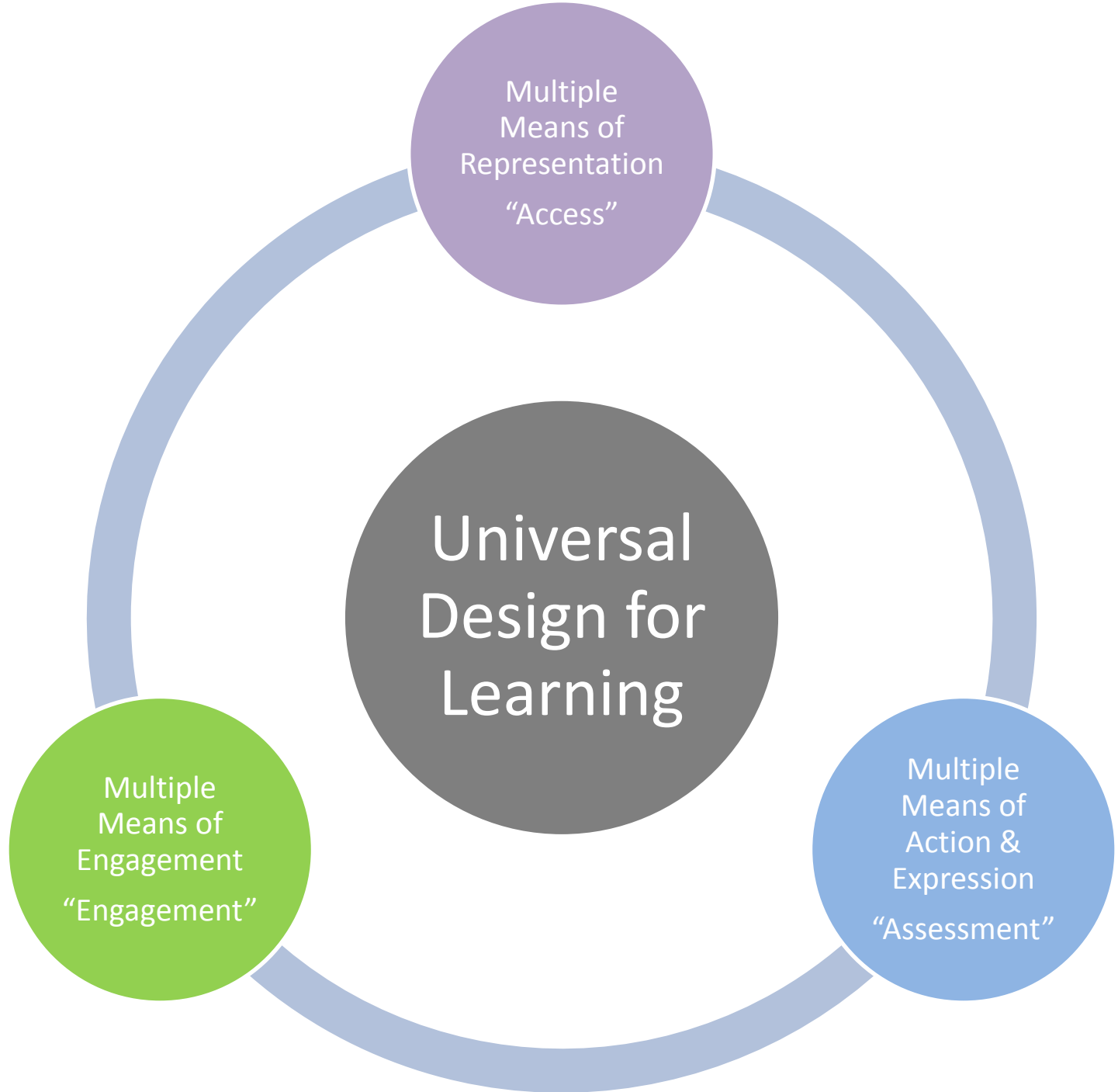**Is what?** → A scientifically valid framework that

Does what? → provides multiple means of access, assessment, and engagement and removes barriers in instruction

For what? → to achieve academic and behavioral success for all

ENGAGEMENT   ACCESS   ASSESSMENT

Universal Design for Learning Guidelines

Provide Multiple Means of
Engagement
Purposeful, motivated learners

Provide Multiple Means of
Representation
Resourceful, knowledgeable learners

Provide Multiple Means of
Action & Expression
Strategic, goal-directed learners

Provide options for self-regulation
+ Promote expectations and beliefs that optimize motivation
+ Facilitate personal coping skills and strategies
+ Develop self-assessment and reflection

Provide options for sustaining effort and persistance
+ Heighten salience of goals and objectives
+ Vary demands and resources to optimize challenge
+ Foster collaboration and community
+ Increase mastery-oriented feedback

Provide options for recruiting interest
+ Optimize individual choice and autonomy
+ Optimize relevance, value, and authenticity
+ Minimize threats and distractions

Provide options for comprehension
+ Activate or supply background knowledge
+ Highlight patterns, critical features, big ideas, and relationships
+ Guide information processing, visualization, and manipulation
+ Maximize transfer and generalization

Provide options for language, mathematical expressions, and symbols
+ Clarify vocabulary and symbols
+ Clarify syntax and structure
+ Support decoding text, mathematical notation, and symbols
+ Promote understanding across languages
+ Illustrate through multiple media

Provide options for perception
+ Offer ways of customizing the display of information
+ Offer alternatives for auditory information
+ Offer alternatives for visual information

Provide options for executive functions
+ Guide appropriate goal-setting
+ Support planning and strategy development
+ Enhance capacity for monitoring progress

Provide options for expression and communication
+ Use multiple media for communication
+ Use multiple tools for construction and composition
+ Build influences with graduated levels of support for practice and performance

Provide options for physical action
+ Vary the methods for response and navigation
+ Optimize access to tools and assistive technologies

Video – Implementing UDL: The Payoff
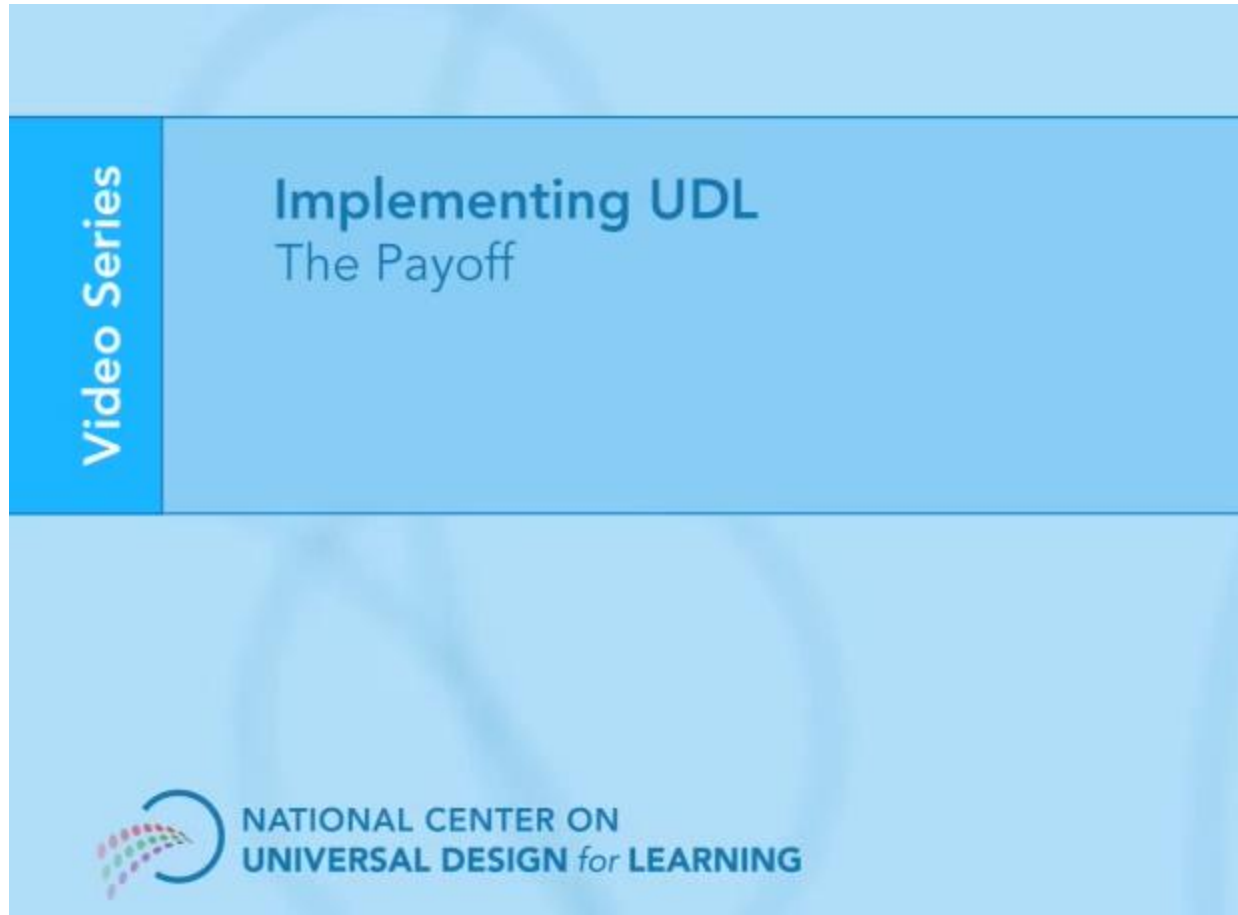
Provide Multiple Means of Engagement

- Virtual field trips

- Google Lit Trips
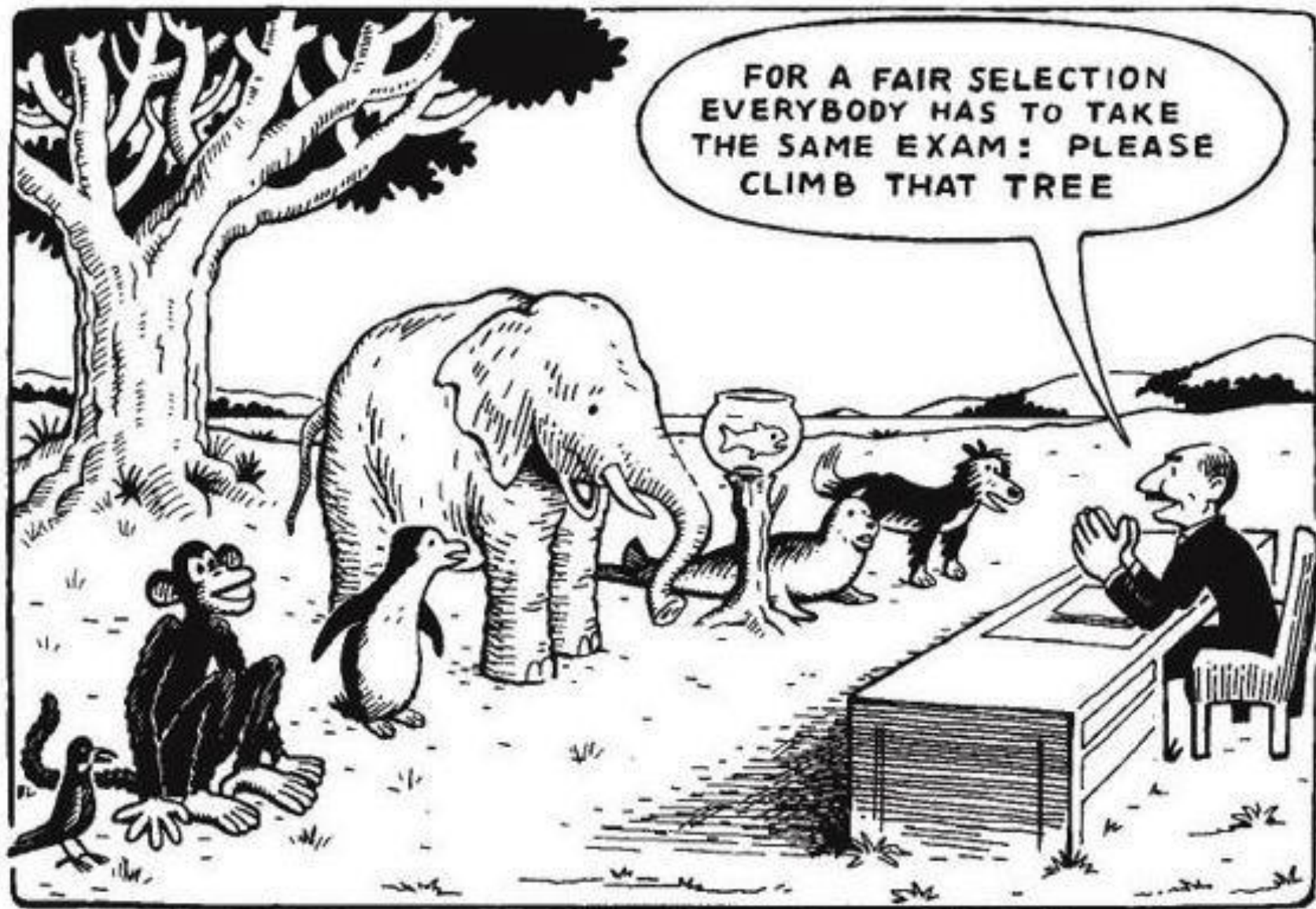

- Readability

- Skype

- Blogs

CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEARS THE PATH FOR EVERYONE!

Provide Multiple Means of Representation: Access

- Read the text in the actual novel

- Access the text in digital format

- Access the full text online

- Get text from iBooks

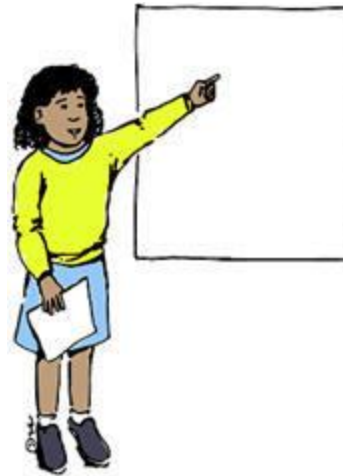- Listen to the audio book

- Watch the video

Provide Multiple Means of Action & Expression: Assessment

- Give a presentation

- Create a video

- Create a newspaper

- Make a poster

- Write a report

Many are Already Doing Universal Design for Learning!

Connections to Universal Design for Learning

Universal Design for Learning
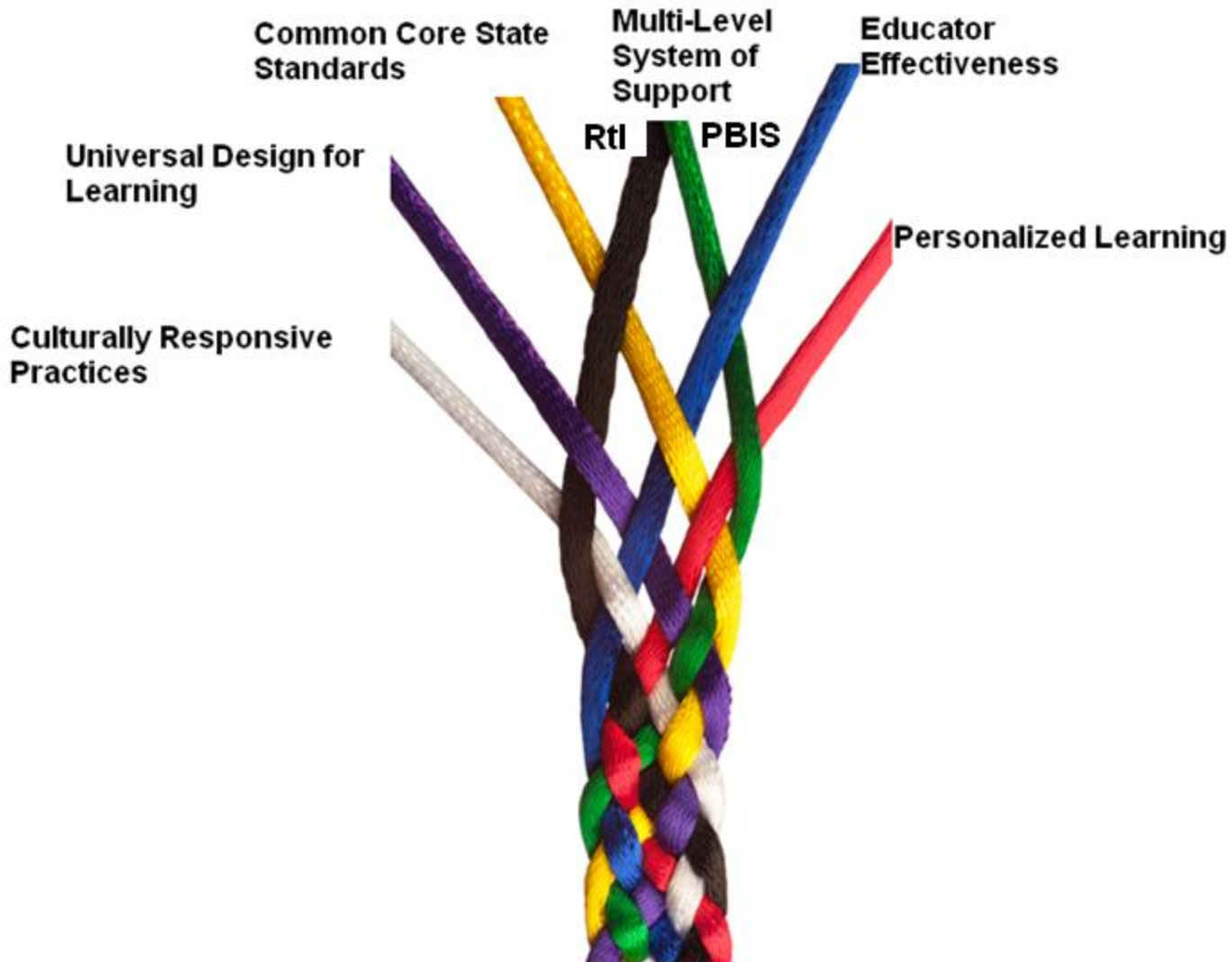
MLSS (RtI/PBIS)

Culturally responsive practices

Personalized learning

Educator effectiveness

Common Core State Standards

State assessments

The Braiding of Our Efforts

Common Core State Standards

Multi-Level System of Support

Educator Effectiveness

Universal Design for Learning

RtI   PBIS

Personalized Learning

Culturally Responsive Practices

UDL Connections to a Multi-Level System of Support

- Research-validated frameworks

- Recognize barriers and provide direction in breaking them down

- Proactive and preventative approaches

- Requires district-wide or school-wide change

- General education initiatives that benefit ALL students

UDL Connections to Culturally Responsive Practices

- Part of high quality instruction

- Goal is to develop teaching methods that enable ALL students access

- Require high expectations for students

- Create learning environments that serve ALL students

- Focus on student engagement

UDL Connections to Personalized Learning

- Start with the learner and understand learner variability

- Assist the learner to understand how he/she learns best

- Incorporate learner voice and choice

- Use multiple instructional delivery and assessment methods/modes

- Encourage student engagement

- Recognize that a one-size-fits-all education is not effective in today's classroom

UDL Connections to Educator Effectiveness

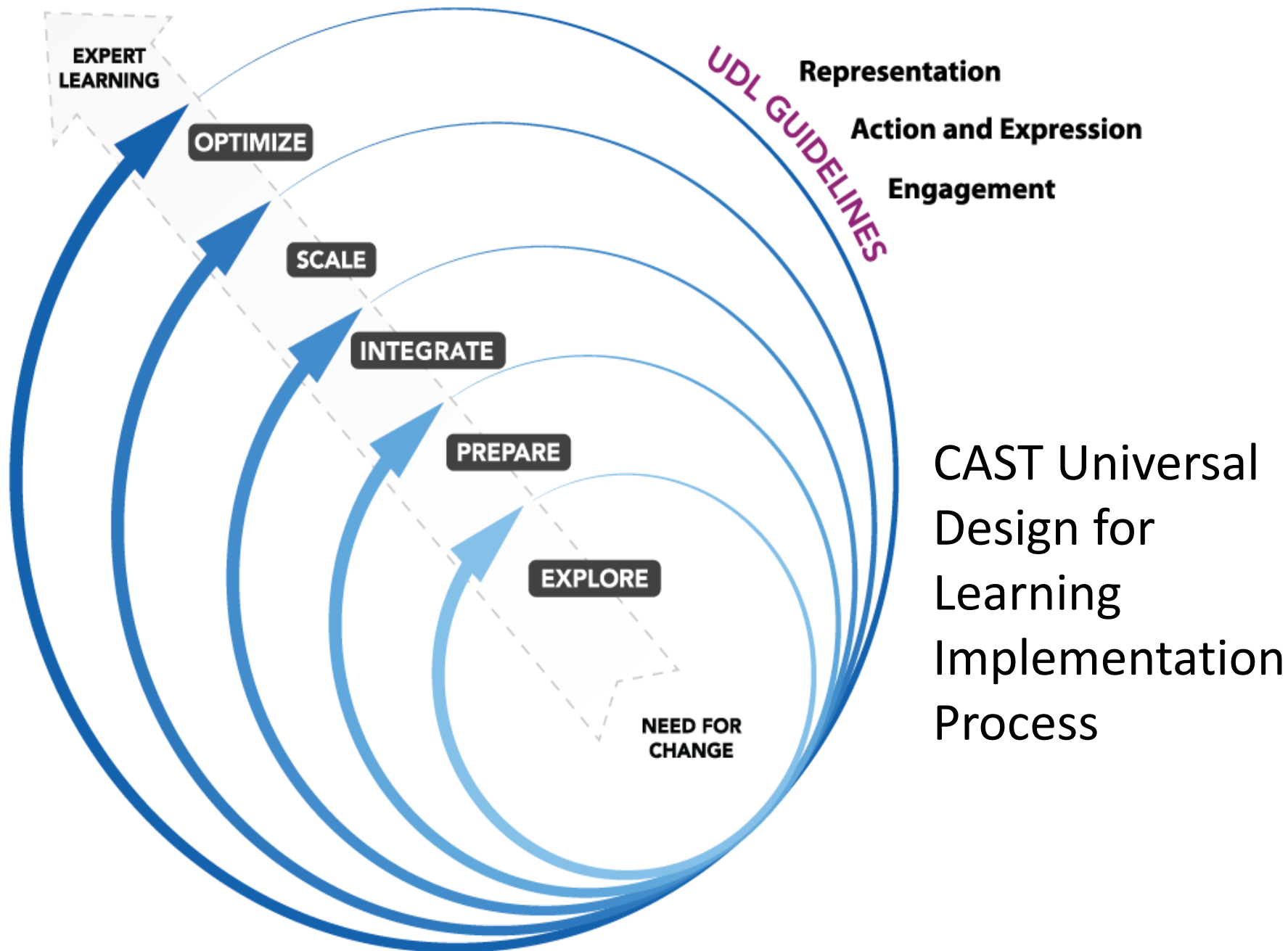|	

Domain 1 – Planning and Preparation
Demonstrating knowledge of content and
    pedagogy
Demonstrating knowledge of students
Setting instructional outcomes
Demonstrating knowledge of resources
Designing coherent instruction
Designing student assessment
	Domain 2- The Classroom Environment
	Creating an environment of respect and
	    rapport
	Establishing a culture for learning
	Managing classroom procedures
	Managing student behavior
	Organizing physical space

Domain 4 – Professional Responsibilities Reflecting on teaching Maintaining accurate records Communicating with families Participating in a professional community Growing and developing professionally Showing professionalism	**Domain 3 – Instruction** Communicating with students Using questioning and discussion techniques Engaging students in learning Using assessment in instruction Demonstrating flexibility and responsiveness

UDL Connections to Common Core State Standards

- Concepts of Universal Design for Learning are embedded throughout the CCSS

- CCSS tell us what students should know, not how to teach it. UDL can be the how

- Interpret the standards in a way that allows for flexibility

Universally Designed State Assessments

http://oea.dpi.wi.gov/assessment/accommodations

EXPERT LEARNING

OPTIMIZE

SCALE

INTEGRATE

PREPARE

EXPLORE

NEED FOR CHANGE

UDL GUIDELINES

Representation

Action and Expression

Engagement

CAST Universal Design for Learning Implementation Process

Universal Design for Learning Resources

National Center on UDL

Interactive UDL Wheel
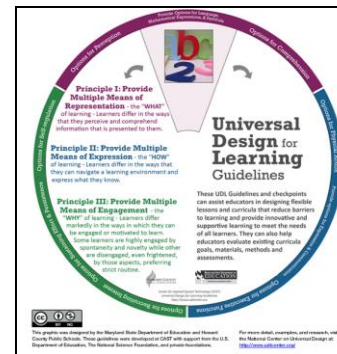
UDLinks App

Free Technology Toolkit for UDL in All Classrooms